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ABSTRACT

This curriculum outline provides a set of minimum essentials, based on a modified audiolingual approach, for secondary school programs in Spanish. Following a brief discussion of the need for longer study sequences and updated instructional philosophy, the guide describes the basic objectives, contents, and suggested teaching procedures for each level of an eight-level course, and makes recommendations for laboratory use, student evaluation procedures, and for use of pattern drills. A section on culture and information on tests are included. Lists of supplemental materials and a bibliography conclude the work. (RL)

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STATE OF INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION

Bulletin No. 310

SPANISH

For Secondary Schools

(A Guide to Minimum Essentials)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RICHARD D. WELLS
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

1963

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FOREWORD

The teaching of foreign languages in Indiana has undergone a great change in the last several years. Today foreign languages are assuming a place of prominence in our educational program and philosophy. Much of this awakening and new interest is due in part to the realization that, in order to communicate, we must be able to interpret and understand other languages and cultures. Therefore, with this in view and in order to define adequately the program in Spanish, the committee, at the suggestion of the State Department of Public Instruction, undertook to develop this curriculum guide.

We hope this new Spanish language curriculum guide will be of service to all of our secondary schools. It will provide them with a set of minimum standards. Moreover, this initial outline will also serve as a basis for a more detailed guide to be produced in the near future.

The Committee

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ACKNOWLEDGMENTS

It is with sincere appreciation that we acknowledge the participation of those interested educators who contributed to the Spanish Curriculum Guide. A word of tribute is also due the school administrators who released teachers from classroom duties in order to provide necessary time for the development of the guide.

While contributions were made by various members of the staff of the State Department of Public Instruction, the groundwork was done by members of the committee who gave generously of their time and talents in formulating this guide as a minimum standard of units of study in the Spanish courses. Included on this committee are classroom teachers of Spanish, professional university teachers, school administrators, and teachers of teachers from our colleges and universities, public and private.

We wish to acknowledge also the valuable contributions by M. Phillip Leamon, School Coordinator, Indiana University, who served as general chairman and editor; Clemens Hallman, State Foreign Language Supervisor, Department of Public Instruction; H. B. Allman, Consultant, Franklin College; and Ellen Parr, Editor of the *Hoosier Schoolmaster,* who gave valuable assistance in reading the manuscripts and proofs.

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INTRODUCTION

The purpose of this guide is an attempt to strengthen foreign language instruction in Indiana. It is not intended to be a pacacea nor an attempt to dictate to the State's secondary schools how or what to teach. Instead, it is the first step in what will become, we hope, a more complete guide for teachers of *Spanish*.

Much has been said recently concerning starting foreign language instruction in the elementary school. We heartily approve this approach. We urge, however, that in any such plan *continuity* be given primary consideration. Without a *continuous integrated sequence* in each foreign language offered there is really no "program." In any case Indiana high schools should offer many more four-year programs of at least one foreign language to meet the growing need for more effective citizens in today's world. Recommendation No. 18 by Dr. Conant in his study of the comprehensive high school says:

> "The school board should be ready to offer a third and fourth year of foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handling a foreign language."

If a foreign language is introduced at the seventh grade (and more and more schools are doing this), it is suggested that material equal to one year's work be covered during the seventh and eighth grades, thus allowing second-year work to be covered in the ninth grade. Otherwise, the content suggested in this guide for first year (or Level I) may be covered in the ninth or tenth grade.

Because the approach in the teaching of most modern foreign languages is similar in many respects, the section on *Philosophy* and *Language Laboratory* is the same in the French, German, Russian, and Spanish guides. We are particularly grateful to Earle S. Randall, Purdue University;

Charles Parnell, Notre Dame University; August Vavrus, Purdue University; and William D. Bugher, North Central High School, Indianapolis, for their work on the *Philosophy* section. We are also especially appreciative of the work of Elton Hocking, Purdue University; Bernice McCord, New Castle High School; Louise Reiter, Shortridge High School, Indianapolis; and John Acevedo, Indianapolis Public School Television Project, on the *Language Laboratory* section.

Your comments and suggestions will be most welcome. Indeed, they will provide us with the reactions needed to improve the present form of this guide.

PHILOSOPHY

In recent years, American participation in world affairs, political, economic, industrial, social, and cultural, has increased to such an extent that the need for many Americans to be able to communicate directly in other languages has become evident to the public at large. Less striking, but no less an important need for Americans, is the contact with another culture through its language. Learning that there are many ways of doing things, not merely *our* way, is highly desirable in educating our youth for the world of today and tomorrow.

The primary function of language is to communicate, first through hearing and speaking, then through reading and writing. The student who starts to study a second language by learning to understand and answer what he hears, will then be able to move on to reading and writing more easily. If he starts with reading and writing, he may never attain real proficiency in understanding and speaking.

This order of learning—listening and speaking, then reading and writing—is officially recommended by the Modern Language Association, as well as by national associations of teachers of the individual languages.

Listening and speaking require ability to distinguish and to produce the distinctive sounds, rhythms, and intonations of a language. The understanding and production of the sound system, as well as the basic structures, must be practiced to the point of becoming a matter of automatic

habit. An initial pre-reading period is necessary if students are to learn to understand and speak before they have to cope with the written language. The ideal length of this period has not yet been determined, but there is general agreement that there should be mastery of the sound system before its graphic representation is introduced and that during the period in which the structure of the language is being studied students should practice new material orally before they see it in print. *An essential document, which should be considered part of the present statement, is "Modern Foreign Languages in the High School: Pre-Reading Instruction,"* Patricia O'Connor, Office of Education Bulletin 1960, N. 9, available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 25¢.

Since the acquisition of sounds and structures is far more important than building a vocabulary in the initial learning of a language, the number of words should be limited in this phase. The use of English should be kept to a minimum; grammar should be approached inductively, proceeding from material which can be used orally to a consideration of its structures.

Initial and continued emphasis on hearing and speaking does not reduce the importance of the study of reading and writing. However, it is important pedagogically to understand that learning to use the written form of a language is a problem distinct from that of learning to understand and speak it.

Languages commonly taught in our schools have all been used as a means for expression of thought and literary creation. Once the fundamentals of a language are thoroughly mastered it becomes possible to approach its literary, scientific, and popular writings much as one does in the mother tongue, enjoying them and learning from them. At the same time, the student extends his knowledge of the language, its vocabulary, structures, and cultural traditions. This is a field of humanistic enrichment opened to students through advanced training under the foreign language teacher.

Thus, an initial emphasis on understanding and speaking in no way lessens the traditional value of foreign language study as a key to greater humanistic development. This direct practical use of the language is required by the individ-

ual and by the nation during our time, as it never was in the past.

CONTENT AND METHODOLOGY

In recent years a clearer understanding has been gained about the nature of language and the nature of learning a second language. No teacher can continue to ignore these findings nor the teaching techniques that are indicated by them. No attempt will be made in this section to develop the rationale of the audio-lingual methods that are suggested; instead, this committee refers the reader to the bibliography.

SPANISH I AND II

Suggested Content and Techniques

The first day of class is probably the most important single period for the students. In this initial hour, but in a very few minutes, the teacher should set the stage for the students by giving the objectives of the course and indicating the techniques he will use in meeting these objectives. The following points are suggested as an outline for the teacher's comments.

1. Language is first of all something we say. All languages were spoken before they were written.
2. A short period of time will be devoted to ear and tongue training without the aid of a book.
3. At the beginning, the student will say only what he hears and understands, read only what he can say, write only what he can read, and analyze only what has been heard, spoken, read, written and learned.
4. The students will not use English during class. The teacher reserves the right to use English in order to insure understanding. The teacher will model learnings and thus anticipate questions and difficulties. A five-minute block at the end of the hour might be reserved for questions by the students. Make it clear to the students that this is *not* part of the "Spanish Class." This serves as a way of avoiding a continual scrambling of the two languages.

5. Books will be closed during most of the recitations. They should never be open unless the teacher has asked students to open them. This avoids the widespread practice of using reading as a substitute for audio-lingual practice.

6. Spoken language is really like a habit, something we do without conscious effort or thought. In order to acquire speech habits one must say something over and over again. The technique that we will use is designed to fix habits.

Spanish I and II is primarily a course of skill development or formation of Spanish language habits. Time should be given to each of the language skills during the entire year. A suggested proportion of time devoted to each skill during this year is as follows: Listening 40%, speaking 30%, reading 20% and writing 10%.

Listening: The teacher should pronounce clearly and repeatedly (eight or ten times) the phrases and sentences that the students are to learn before any student attempts to imitate. Recordings are of the greatest value in providing further drill in listening and repetition.

Speaking: Students are not permitted to invent language at any stage. Speaking at first is mere mimicry-memorization of the teacher's model. In order to gain more practice for more students in a shorter time, speaking should be done by all students first in chorus, then by sections of the class, then individually.

Reading: Reading at first should be a simple recognition of the written symbols for the materials the student already knows. During the first year, all new material should first be presented orally.

Writing: Writing is introduced along with reading and should deal with the same material that the student reads.

Grammar: The automatic control of basic grammar structures is of primary importance. Grammar analysis at this level should be regarded as a description of the structures that the student knows.

Recitation: At the start of each period, the teacher should provide the student with a warm-up in Spanish. Save the book exercises and written drills until the end of the period.

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Choral repetition should be used in every class, followed by individual performance. Teacher-student conversation should be followed by exchange between students. Variety in the class program is imperative. In addition to the basic patterns, there are many items that should be introduced in the first year. Each day should contain materials such as songs, greetings, daily routine, weather, rhymes or short poems. In the first weeks, readings in English about the Spanish-speaking world are highly desirable.

Homework: For a few weeks, homework should not include new learnings in the language skills; instead, the student should be urged to practice what he has drilled in class. As soon as the student understands the nature of pattern practice, drill exercises may be done as homework. The important principle is not to permit the student to invent language and thus practice his own mistakes.

Evaluation: Since our objectives include the four language skills, grades should include evaluation of hearing and speaking, as well as of reading and writing.

SPANISH III AND IV

The first part of Spanish III should be devoted to a complete review, yet introduce some new material so that the student may feel that he is progressing. In this year, there should occur a gradual change in emphasis in skill development. A suggested division of attention to separate skills is as follows: Hearing 30%, speaking 20%, reading 40% and writing 10%.

Listening: The teacher continues to serve as a model for new patterns.

Speaking: The techniques mentioned in Spanish I are still important. The principle is to continue methods for skill development.

Reading: During Spanish III, reading should still be based on what the student has heard. In Spanish IV, the student should start reading new material.

Writing: This skill continues to accompany reading. Dictation, completion exercises, changes of form and order, and copying should be the principal activities. The teacher should avoid free composition at this level.

Grammar: The review should serve to reinforce structures taught in the first year. At the same time, new basic forms are introduced. By the end of Spanish IV, a fairly complete presentation of the structure of spoken Spanish should be learned.

Recitation: Variety in exercises and activity on the part of the student is imperative. The teacher continues to "warm-up" the class with a few minutes of Spanish, even on an unannounced topic. The class now switches to a carefully planned period of exercises. These may include choral responses, questionnaires, dialog patterns, conversations between teacher and student, or between one student and another. Pattern practice on new and review materials should occur daily. Singing, poetry, rhymes and proverbs continue to add to the variety of teaching techniques.

Homework: Exercises for homework should involve practice or drill for structures being presented. By no means should the majority of these be written. Students must be encouraged to practice the oral skill at home.

Evaluation: Frequent quizzes should be given in order to reinforce learning in all skills. Listening comprehension, grammar and vocabulary, as well as reading and writing, are all measured. If tests are to reinforce learning, the correct answers should be furnished at the end of the quiz.

SPANISH V-VIII

The first two years of instruction are characterized by techniques that lead to automatic control of basic patterns within a fairly limited vocabulary. The student is now on his way to building fluency on this sound linguistic foundation. The suggested amount of time devoted to the four skills changes somewhat radically in order to bring about this fluency. It is as follows: Hearing 20%, speaking 20%, reading 40% and writing 20%.

Listening: By this time English is no longer needed as a crutch. The teacher will speak entirely in Spanish from the first day. Emphasis will be on understanding ideas and concepts and not on word translation.

Speaking: The teacher now insists that the students talk. Choral response continues to be used, but time should now be

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given for more frequent and more sustained speech by the individual student. Reading assignments form the basis for question-and-answer periods. Students recite with book closed. The practice of reading aloud and translating is to be avoided.

Reading: At this level, reading should be done as homework each day. Students need much practice in attaching meaning to the forms in Spanish, without recourse to English, and should be encouraged to use a dictionary written entirely in Spanish.

Writing: At this level writing, like reading, should not permit reference to English. The students may write controlled compositions, résumés, or deal with subjects specifically indicated (go to a movie, go by the drugstore, etc.).

Grammar: The student now controls most of the structure of the language, especially as used in speech. A formal summary of these structures is in order at this time. Drills and readings should be given to show the important areas of structural variations.

Recitation: In the third and fourth year of Spanish, the class proceeds without English, with books closed, with correct grammar used but rarely explained, and with maximum participation by all students. The class program includes questionnaires, discussions, dialogs, quizzes, résumés, drills, and exercises in all the types of language behavior.

Homework: Books of all kinds are now used outside of class: readers, periodicals, grammars, drill books and dictionary. Students still must be guided to the most effective use of each. The fourth year should include at least a few samples of the best contemporary Spanish literature.

PATTERN DRILLS

Pattern drills are used for practicing pronunciation, teaching particular structures, or practicing structures already learned. The simplest are merely repetition of the examples furnished by the teacher. Others are:

Transformation: the student makes a change in a statement furnished by the teacher. Example:

T: *Leo el libro.* (I read the book.)
S: *Ud. lee el libro.* (You read the book.)
T: *Ud. lee el libro.* (" " " ")
S: *Ud. lee el libro.* (" " " ")

Note that the teacher immediately says the correct response so that the student may check his and practice it. This should be a feature of all pattern drills.

Completion: the student completes the teacher's partial statement. Example:

T:	*Leo . . . . . .*	(I read . . . . . .)
S:	*Leo el libro.*	(I read the book.)
T:	*Leo el libro.*	(" " " ")
S:	*Leo el libro.*	(" " " ")

The desired response should be clearly understood before the drill is begun.

Substitution: the teacher furnishes the model, then indicates the change the student is to make. Example:

T:	*Yo tengo un libro.*	(I have a book.)
T:	*Nosotros . . . . . .*	(We . . . . . .)
S:	*Nosotros tenemos un libro.*	(We have a book.)
T:	*Nosotros tenemos un libro.*	(" " " ")
S:	*Nosotros tenemos un libro.*	(" " " ")

Question-answer: the teacher asks a question. Either there is an understood correct response, or credit is given for any suitable correct reply. Example:

T:	*Donde estoy?*	(Where am I?)
S:	*Ud. está en la sala de clase.*	(You are in the classroom.)
T:	*Ud. está en la sal de clase.*	(" " " " ")
S:	*Ud. está en la sala de clase.*	(" " " " ")

Naturally this drill can be used with a group only when the correct responses are clearly understood by all before the drill begins.

CULTURE

In the first two levels of Spanish, what is thought of as cultural material need not be divorced from learning the language, if the textbook makes such topics as those subsequently listed its very subject matter, either in traditional prose readings or in dialogs. Also, the teacher can give short talks in Spanish regarding a variety of topics to serve as a five-minute warm-up period at the beginning of the period: i.e., on geography, products, holidays, historical or literary and artistic personages.

1. Cultural attitudes as expressed in greetings and farewells
2. Interpersonal relationships as expressed by the use of *tú* or *usted*
3. An understanding and knowledge of the Hispanic heritage through geographical place names, famous explorers, heroes, statesmen, writers, artists, musicians and scientists
4. The social significance of titles: *señor, señora, don, doña*
5. The use of sacred words in names and exclamations
6. The *apellido* system
7. Introduction of common games, dances, songs, folklore, names of common foods
8. An understanding of saints' days and birthdays
9. Common proverbs and sayings, with the philosophy they represent
10. Typical sports and amusements
11. The metric system
12. Monetary units of various countries
13. Traffic signs
14. Hispanic school organization
15. Hispanic attitude toward culture and progress: industrialization as a symbol of progress and the custom of the siesta
16. Social classes and attitudes toward work
17. Attitudes toward courtship and marriage
18. Difference in attitude toward religion on the part of women and men
19. Attitude toward women and the status of the family
20. Social courtesies and formalities
21. Historical background of the Spanish language
22. Manifestations of social progress: progress against illiteracy, health programs and land reform
23. Important historical dates and what they represent
24. The lottery as a state institution
25. The OEA and its role

26. Economic life and its dependence upon the export of raw materials and the import of manufactured goods
27. Las artes populares and their manifestations in daily life*

In Levels III and IV, the subject matter can be literary or topical—science, economics, history. In the latter case, students will be learning a specialized vocabulary. While reading representative authors, the students will be learning not only form but also content: local customs and, at the same time, the Hispanic attitude to such universals as religion, love, courtship, marriage, death, social classes and work, and family relationships.

Other methods that have proven successful follow:

1. Introducing native visitors to the class for first-hand experiences in oral and cultural areas
2. Providing addresses of pen pals in various countries
3. Sponsoring a Spanish Club, thus introducing parliamentary procedure as well as games, dances and songs
4. Viewing and discussing specialized films, filmstrips and slides
5. Listening to records and tapes
6. Presenting plays, monologues or poems
7. Subscribing to teenage-level newspapers written in Spanish
8. Reading in class Spanish-language newspapers and magazines
9. Assigning artistic home projects or drawings depicting costumes, maps, flags, architecture, etc.
10. Planning aid for needy South-American families sponsored by national charities
11. Relating culture through bulletin boards and library materials (such as national magazines)
12. Celebrating festivals following the customs of the country studied (such as the breaking of the piñata at Christmas time) or presenting a school program on Pan-American Day

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* "Spanish Grades Seven Through Twelve," Bulletin of the California State Department of Education, Vol. XXX, No. 4, May, 1961, pp. 14 and 15.

13. Sampling some of the better known Spanish-Latin American foods

THE LANGUAGE LABORATORY

One of the most dramatic changes in foreign language instruction has taken place within the past several years. Along with, and in many occasions because of, the introduction of electro-mechanical facilities, the whole approach and emphasis of learning has been placed in a better perspective. No longer are we concerned with learning about the language; instead we are urging that the language be taught by speaking it. The language laboratory, properly used, can indeed serve as an invaluable adjunct to foreign language instruction.

Teachers and administrators should first have a clear understanding of the nature and function of the language laboratory. Like the chemistry laboratory, it does not replace the teacher; it enables him and the students to do things that they cannot do in the classroom. The first and most important is the simultaneous audio-lingual practice that all students receive. This in turn is based on the assumption, generally accepted by the profession today, that foreign language study should follow the sequence of hearing, speaking, reading and writing, with primary emphasis in the first two years on the audio-lingual skills of hearing and speaking. These skills are powerfully aided by frequent practice in the language laboratory, orally drilling the integrated materials which have previously been introduced in the classroom. All material presented on tape should first be introduced in the classroom.

Only if administrators and teachers accept this rationale, and are willing and able to implement it, should they install a languge laboratory. Half-hearted morale or a half-starved annual budget will produce only frustration. Just as the chemistry laboratory requires care, supplies and replacements, so will the language laboratory require expenditures for spare parts and systematic maintenance by a technician or student assistant—not the teacher. It is the teacher's responsibility to provide intelligent and enthusiastic use of the facilities. When these requirements are met, the laboratory will justify itself to teachers and students, as it is doing in thousands of communities throughout the country.

In planning a foreign language program that will include the use of a language laboratory, one should consider first of

all the students' needs and age level, and next the objectives of the course. Only if the listening and speaking skills are to be emphasized, should there be language laboratory facilities. The readiness of the teacher, in both attitude and training, should also be considered before a decision is made regarding the installation of a language laboratory. It should be emphasized that the *key* to a successful foreign language program will be found in the teacher and in the method employed, rather than in equipment. The function of the language laboratory is to implement audio-lingual instruction. Last, but by no means least, the teacher should be allowed released time in order to adjust his program to a new approach. Effective use of the laboratory will depend on careful planning, not mere chance.

The following are things the language laboratory can do:[1]

1. Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice in or out of class.
2. Provide a variety of authentic native voices as consistent and untiring models for student practice.
3. Provide for individual differences through guided practice in an individualized group, small group, or individual study situation with facilities for student self-instruction and self-evaluation at his own learning rate.
4. Free the teacher from the tedious task of presenting repetitive drill material, thus allowing him to perform a dual role simultaneously.
5. Afford the teacher opportunities and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.
6. Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.
7. Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions.

[1] *The Language Laboratory*, by Joseph C. Hutchinson, U. S. Government Printing Office, Washington 25, D. C.

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8. Provide facilities for group testing of the listening and speaking skills.
9. Provide for special coordination of audio and visual materials in sequential learning series or in isolated presentations.
10. Provide aid to some teachers, who for various reasons do not have adequate control of the spoken language, in improving their own audio-lingual proficiency.

After reappraising its foreign language program the school can begin a careful study of specific equipment. It is recommended that the school spend at least one year studying and evaluating different types of electro-mechanical equipment. Teachers are encouraged to visit schools which have already installed a language laboratory; in fact, it would be worthwhile visiting different types of laboratories. The State Foreign Language Supervisor will be able to provide you with such a list of schools in your vicinity. Indeed, throughout this planning period schools are encouraged to avail themselves of the advice of specialists from the State Department of Public Instruction or from one of the colleges or universities. Valuable information can also be obtained from the forthcoming *State of Indiana's Language Laboratory Standards and Specifications;* the *Purchase Guide* and *Supplement* by the Council of Chief State School Officers; the *Technical Guide for the Selection, Purchase, Use and Maintenance of Language Laboratory Facilities,* by Alfred S. Hayes (U. S. Office of Education); and from Dr. Joseph C. Hutchinson's book to which we have already referred.

Some additional recommendations for those considering the installation of some kind of electro-mechanical equipment are:

1. Because no student can imitate a sound he cannot hear, highest priority should be given to the fidelity of the sound as it is brought to the ears of the students.
2. In a "booth laboratory" the number of individual units should not be less than the enrollment in the largest class, plus a few (not less than 10%) stand-by units.
3. Each "position" should provide at least an activated headset and, in a booth laboratory, no less than 15% of the booths should provide recording and playback facilities.

4. Highly desirable are audiovisual facilities such as a movie projector, a large screen completely visible from all positions, and adequate control of acoustics, light and ventilation.

5. A recording studio is almost a "must." Such a studio allows a teacher to make a recording free from extraneous noise or during school hours while another class is using the laboratory.

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EVALUATION AND TESTING

Resolution No. 13 adopted by the American Association of School Administrators in convention, February 18, 1959, states: "The importance and usefulness of tests in evaluation and teaching cannot be overestimated. There is a great need for improved and more adequate instruments for evaluation of many kinds of educational growth. The misuse of tests and the misinterpretation of test data continue to be a glaring danger to good educational programs. Any test instrument should be selected and used in terms of what a particular school had intended to teach. To judge a school solely on the

basis of data derived from any battery of examinations is an invalid and dangerous venture. State or national examination results, used without due regard for the educational objectives of the school and the nature of the student body, are likely to be misleading." It is obvious that in the opinion of this body testing is of a major importance.

Too often teachers take extreme points of view about the value of objective standardized tests, praising or condemning them out of all proportion to their true value, sometimes overlooking the fact that tests are a means to an end and not an end in themselves. Yet it behooves us to remember that well-constructed tests eliminate much of the guesswork in predicting aptitude and measuring achievement in the study of foreign languages as in other subjects. In this era of rapid change in teaching foreign languages, we must re-examine our methods of testing and evaluating. Until recently, testing sought to measure only two language skills: reading and writing. Actually we should seek to measure the student's progress in all the five major areas: speaking, understanding, reading, writing and cultural. For this, we make use of the short quiz, the longer "review" type test over a unit of work, the department or "period" exam, and the standardized test.

Standardized tests should be part of the evaluation program for four reasons: (1) they make it possible to examine the student on a large amount of material in a short period of time; (2) they furnish valid criteria for determining the relative standing of the members of the class; (3) they offer norms for comparing the achievement of each student with that of those who preceded him in the same school or in comparable schools of other cities of the state or nation, and (4) they require little, if any, subjective judgment on the part of the person scoring the test.

Such areas as reading, grammar, vocabulary and information about foreign countries can be tested objectively fairly easily.

However, ability to speak, and attitudes and understanding of foreign cultures, are not easily tested.

For speaking ability, we can suggest having the student: (1) read aloud, (2) recite poetry, (3) act a role in a play, (4) answer questions orally, (5) tell a story in his own words or (6) give a prepared speech. These must be rated subjectively by the teacher.

If recording facilities are available, the student responses can be recorded so that they may be evaluated at the teacher's leisure. One or two minutes per student provides a fair sampling, especially if it is done at least once a week. The stimuli for eliciting the responses may well come from structural patterns, pictures, phrases given for mimicry, directed dialog, etc. The best results can be obtained by predetermining the time needed for the responses which the student will record in the pause-spaces. Only one or two elements can be graded effectively: pronunciation of certain vowels or consonants or a combination of sounds, grammatical structure, or fluency. To undertake more at one time is apt to be unsatisfactory. Whenever possible, two teachers should evaluate this type of examination for the purpose of reducing subjective differences and arriving at a composite grade.

Following are suggestions for testing in six other areas:

I. *Aural comprehension:* Dictation exercises. For example:
   1. Teacher says part of a sentence; student writes the rest
   2. Teacher defines; student writes the object
   3. Teacher reads a passage, then asks questions based on it

II. *Reading comprehension:* Written statements based on reading selection. These may be in true-false, multiple choice, or sentence completion forms. Also, student may write the explanation of a passage, summarize it, describe a character, or translate to English. In grading English translation, the teacher should grade comprehension, not ability to write well in English.

III. *Grammar comprehension:* This area is tested thoroughly and objectively in the average class. The following items are often used:
   1. Changing verbs to given forms
   2. Completing sentences with correct forms
   3. Answering questions that require changes in verb forms
   4. Translating to Spanish
   5. Writing original compositions

IV. *Active vocabulary:* Here the student must furnish words from memory. The following are common techniques:
   1. Translate English to Spanish

2. Give synonyms or antonyms
3. Use given words in sentences
4. Define a Spanish word in Spanish

V. *Passive vocabulary:* The student is required to recognize words and match them with meanings furnished him.
   1. Matching from multiple-choice, with the answers in Spanish or English.
   2. Translating to English by giving the "sense" of the passage (paraphrasing). Strict translation not required. English usage not graded.

VI. *Cultural information:* Any type that requires matching correct answers or furnishing correct answers from memory:
   1. True-false statement
   2. Multiple choice
   3. Identifying characters, dates, map locations, works of literature, important events, etc.
   4. Answering questions, Spanish or English
   5. Writing compositions, Spanish or English

The most important immediate use of evaluation, of course, is to rate pupil success and to furnish a mark for his report card. However, much of the teaching value is lost if the teacher does not actively follow up and help the student—

1. To become aware of remedial work needed, by:
   a. Going over the test carefully
   b. Having student note his errors
2. To correct his deficiencies, by:
   a. More explanation where needed
   b. More practice where needed
   c. Help from advanced students
   d. Individual conference with teacher
   e. Referral to counselor
   f. Referral to parents

These last two, of course, are extreme remedies. Finally, the teacher must re-test the points missed.

The forthcoming series of MLA tests in the four skills will be of positive value in furnishing achievement criteria for the skills of listening, speaking, reading and writing. They will be available for two levels in Spanish: the first-level tests will be geared for use in the junior high and the early years of high school (1 to 3 years of the language) ; the second level,

for advanced high-school students or elementary-intermediate college courses.

Following is a short bibliography on foreign-language testing:

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FOREIGN LANGUAGE TESTS

Carroll, John B., and Sapon, Stanley M. *The Modern Language Aptitude Test.* The Psychological Corp., 304 E. 45th St., New York 17, N. Y. 1959.

Modern Language Association. *Foreign Language Proficiency Tests for Teachers and Advanced Students.* Princeton, N. J.: Education Testing Service, 1962.

A and B Forms which test listening, reading, writing, linguistics, and culture and civilization in each language: French, German, Italian, Russian, and Spanish; and a single test in professional teacher preparation for all five languages. These tests were developed under a Government contract.

MLA Cooperative Classroom Tests. Princeton, N. J.: Educational Testing Service. To be ready by spring, 1963.

A and B Forms of secondary school tests in the four skills of reading, writing, listening, and speaking at two levels in each language: French, German, Italian, Russian, and Spanish. These tests were developed under a Government contract.

SUPPLEMENTAL MATERIALS

What is the necessary equipment for a Spanish department and what is "supplemental"? The textbook and a Spanish-English dictionary will be considered basic and therefore preselected in most school systems. The individual teacher needs to build on this foundation. The following ten items are considered worthy of mention and sources for their procurement will be given.

1. A full laboratory, or at least:
   a. Phonograph and records for drill on grammar and pronunciation, song records, and literary records
   b. Portable tape recorder with drill tape and blank tapes
2. Films, filmstrips and/or slides
3. Wall maps of the Spanish-speaking countries
4. Magazines and newspapers in the foreign language. Additional readers.

5. Posters and pictures
   a. Travel pictures
   b. Homemade charts grouping such things as: parts of the body, articles of clothing, animals, foods, modes of travel
6. Realia (dolls in native costume, artifacts, flags, calendar)
7. Flashcards for vocabulary drill
8. Opaque projector
9. Piano and sheet music
10. A Spanish Club and outside-class activities

Please note that the listings which follow are not by any means comprehensive but are simply ones familiar to individual Committee members. The reader is urged to write directly to the addresses given for desired information. Since many of the first maintain mailing lists, they will be glad to have your name.

CALENDARS

Allis Chalmers, Tractor Division, Export Department, Milwaukee, Wis.
Banks Upshaw, 703 Browder St., Dallas 1, Texas
(Note: Airlines calendars are sometimes available.)

DANCES (See "Songs")

FILMS (SPANISH LANGUAGE)

Azteca Films, Inc., Chicago, Ill. (Full-length moviehouse films)
Brandon Films, 200 W. 57th St., New York, N. Y.
Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.
Indiana University Audio-Visual Center, Division of University Extension, Bloomington, Ind.
International Film Bureau, 332 S. Michigan Ave., Chicago 4, Ill.
Trans-World Films, Inc., 53 W. Jackson Blvd., Chicago 4, Ill. (Full-length moviehouse films)
United World Films (Education Film Dept., 1445 Park Ave., New York 29), 542 S. Dearborn, Chicago 6, Ill.

FILMS (TRAVEL, CULTURAL BACKGROUND)

American Airlines, 100 Park Ave., New York 17, N. Y.
Association Films, 560 Hillgrove Ave., LaGrange, Ill.
California Mission Trails Association, 25 W. Anapam St., Santa Barbara, Calif.
Continental American Trailways, American Bus Lines, Inc., 1341 P St., Lincoln, Neb.
Delta Airlines Film Librarian, Atlanta Airport, Atlanta, Ga.
Films de Espana, Inc., 1564 Broadway, Suite 1101, New York 36, N. Y.
Indiana University Audio-Visual Center, Division of University Extension, Bloomington, Ind.

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Pan American World Airways System, 28-01 Bridge Plaza, North, Long Island City 1, N. Y.
Pan-American Union, Washington 6, D. C.
Trans World Airlines, 380 Madison Ave., New York, N. Y.
(Note: Many airlines films are free except for return postage and insurance.)

FILMSTRIPS

The Stanley Bowmar Company, Inc., 12 Cleveland St., Valhalla, N. Y.
Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.
Escopel Company, Box 320, Montclair, N. J.
Eyegate House, 146-01 Archer Ave., Jamaica 35, N. Y.
Gessler Publishing Company, Hastings-on-Hudson, N. Y.
Life Filmstrips, 9 Rockefeller Plaza, New York 20, N. Y.
Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, N. Y.
Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Ill.
Studyscopes Productions, 7556 Santa Monica Blvd., Hollywood 46, Calif.

FLAGS

Banks Upshaw and Company, 703 Browder St., Dallas 1, Texas
Pan-American Union, Washington 6, D. C.

FLASHCARDS

Language Learning Aids, P. O. Box 850, Boulder, Colo. (Has cards for EL CAMINO REAL and for EL ESPANOL AL DIA.)

GAMES

Banks Upshaw, 703 Browder St., Dallas 1, Texas
Gessler Publishing Company, Hastings-on-Hudson, N. Y.
Wible Language Institute, 24 S. Eighth St., Allentown, Pa.

GENERAL AUDIOVISUAL AIDS

Curriculum Materials Center, 5128 Venice Blvd., Los Angles 19, Calif.
Educational Audio Visual, Inc., 29 Marble Ave., Pleasantville, N. Y.
Wible Language Institute, 24 S. Eighth St., Allentown, Pa. (Catalog gives books, recordings, and tapes.)

MAGAZINES AND NEWSPAPERS

EL DAIRIO DE NUEVA YORK, 164 Duane St., New York 13, N. Y.
Embassy of Spain, Cultural Relations, Washington, D. C.
Dr. Hammond, 211 S. Main St., McAllen, Texas
LA PRENSA, Circulation Dept., 155 Perry St., New York 14, N. Y.
Time-Life Internacional de Mexico, S. A., Sullivan No. 31, Mexico, D. F.
Vision, Hamburgo No. 20, Mexico 6, D. F.

MAPS

Denoyer-Geppert Company, 5235 Ravenswood Ave., Chicago 40, Ill.

MUSIC (See "Songs")

PAMPHLETS, PICTURES, POSTERS

Banks Upshaw and Company, 703 Browder St., Dallas 1, Texas
Embassy of Spain, Cultural Relations, Washington, D. C.

D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass.
Gessler Publishing Company, Hastings-on-Hudson, N. Y.
Hispanic Society of America, Broadway between 155th and 156th Sts., New York 22, N. Y.
Language Learning Aids, P. O. Box 850, Boulder, Colo.
National Geographic Society, 16th and M Sts., Washington 6, D. C.
Pan American World Airways System, 28-01 Bridge Plaza, North, Long Island City 1, N. Y.
Pan-American Union, Washington 6, D. C.
Spanish Tourist Office, 39 S. LaSalle St., Chicago, Ill.
Trans World Airlines, 380 Madison Ave., New York, N. Y.
United Fruit Company, Pier 3, North River, New York 6, N. Y.

REALIA

Banks Upshaw and Company, 703 Browder St., Dallas 1, Texas
Escopel Company, Box 320, Montclair, N. J.
Pan-American Union, Washington 6, D. C.

RECIPES

Pan American World Cook Book, 28-01 Bridge Plaza, North, Long Island City 1, N. Y.
QUE RICO (Recipes from Latin America), Pan American Union, Washington 6, D. C.

RECORDING COMPANIES AND DISTRIBUTORS

Capitol Records Distributing Corp., 1326 S. Michigan Ave., Chicago, Ill.
Caedmon Sales Corporation, 461 Eighth Ave., New York 1, N. Y.
Columbia Records, 799 Seventh Ave., New York 19, N. Y.
EMC Recordings Corporation, 806 E. Seventh St., St. Paul 6, Minn.
Folkways Records, 121 W. 47th St., New York 36, N. Y. (Records, books and films)
Gessler Publishing Company, Hastings-on-Hudson, N. Y.
Goldsmith's Music Shop, 401 W. 42nd St., New York 36, N. Y.
Lorraine Music Company, 39-86 47th St., Long Island City 4, N. Y.
RCA Victor Record Division, 155 E. 24th St., Camden, N. J.
Spanish Music Center, New York 19, N. Y.
Teaching Audials and Visuals, 250 W. 57th St., New York 19, N. Y.
Wible Language Institute, 24 S. Eighth St., Allentown, Pa.
Wilmac Recorders, 921 E. Green St., Pasadena, Calif.

RESTAURANTS (See local telephone directory)

SLIDES

American Library Color Slide Co., Inc., 222 W. 23rd, New York 11, N. Y.
Educational Audio Visual, Inc., 29 Marble Ave., Pleasantville, N. Y.
Escopel Company, Box 320, Montclair, N. J.
Eyegate House, 146-01 Archer Ave., Jamaica 35, N. Y.
Gessler Publishing Co., Hastings-on-Hudson, N. Y.
Society for Visual Education, 1345 Diversey Pkwy., Chicago 14, Ill.
Studyscopes Productions, 7556 Santa Monica Blvd., Hollywood 46, Calif.

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SONGS, MUSIC, DANCES

Banks Upshaw and Company, 703 Browder St., Dallas 1, Texas
Byron Music Company, P. O. Box 173, Richmond Hill 18, N. Y.
Goldsmith's Music Shop, 401 W. 42nd St., New York 36, N. Y.
D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass.
Lorraine Music Company, 39-86 47th St., Long Island City 4, N. Y.
Thrift Press, Box 85, Ithaca, N. Y.

TAPE—MAGNETIC

Minnesota Mining and Manufacturing Company, St. Paul 6, Minn.
Radio Corporation of America, Camden, N. J.

TAPE RECORDINGS

Banks Upshaw and Company, 703 Browder St., Dallas 1, Texas
D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass.
EMC Recordings Corporation, 806 E. 7th St., St. Paul 6, Minn.
Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York 17, N. Y.
Houghton Mifflin Company, 2 Park St., Boston 7, Mass.
Linguatapes, Box 9417, Cabanna Station, St. Louis 12, Mo.
Wible Language Institute, 24 S. Eighth St., Allentown, Pa.
Wilmac Recorders, 921 E. Green St., Pasadena, Calif.

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